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ABSTRACT

Resulting from an International Living Center workshop organized by the National Association for Foreign Student Affairs, this document presents a typology of different examples of commonly found international living centers in the United States and Canada. International living centers are broadly defined as a residential center for domestic and foreign people where there is an intentional plan to provide an environment to foster cross-cultural interaction. The centers are categorized according to size, administrative structure, and university affiliation. Information provided for each center includes: background information; composition of residents; staffing; programming; and internal evaluation. Appended are lists of workshop participants, resource persons and their affiliation. (5 references) (LPT)

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NAFSA Field Service

Working Paper #8

International Living Centers: The State of the Art

This Working Paper is the outcome of a Field Service sponsored workshop that took place in April 1987 at the International House of Philadelphia. The Field Service receives financial support through a grant from the Student Support Services Division of the U.S. Information Agency.

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Foreword

NAFSA has had a long-standing interest and involvement in the International Living Center (ILC) throughout its 40 year history. The 1987 Philadelphia workshop is the most recent NAFSA effort to share and disseminate information on this topic.

Hugh Jenkins, former executive vice president of NAFSA and 'in-house archivist', noted in a recent interview that one of NAFSA's original committees was the "Committee on International Houses and Centers." The directors of the large international houses of that era were also active NAFSAns. An early NAFSA publication (1952) is entitled "International Houses and International Student Centers in the United States."

In 1961, the First World Conference of International Houses and Centers convened in Paris, France. Participants shared information on their own facilities and programs. They took special care to note that University communities seeking to establish ILCs should undertake a process of careful planning.

The 1967 NAFSA Guideline 6: Housing of Foreign Students contains a section on "International Houses and Residences":

> Any institution interested in establishing an international house or residence should look into the various possibilities thoroughly and consider carefully the conditions and resources needed to make an international residential facility successful. Thought must be given to such considerations as the best ratio of American to foreign student residents, methods of screening and selection, assignment to rooms and roommates, supervision, orientation, on-going programming, and the involvement of non-resident students and other interested individuals from the academic or local community. (p. 7)

The decade of the 1970s saw even greater interest in ILCs. A Region X initiative in 1971-72, with NAFSA Field Service support, explored all aspects of establishing and maintaining ILCs through a series of workshops held on a number of campuses.

The first of many NAFSA surveys on ILCs took place in 1971--subsequent efforts to establish a nationwide directory of ILCs were undertaken via surveys of the NAFSA membership in 1977, 1980, and 1982 (see March 1983 NAFSA Newsletter). The Association of College and University Housing Officers-International (ACUHO-I) undertook a similar survey in 1983.

An article entitled "International Houses and Centers" by W. Sheridan Warrick, then director of the Berkeley International House, appeared in the 1977 edition of The International Encyclopedia of Higher Education. This superb short history of the international house movement is an excellent introduction to the topic of International Living Centers.

Living and Learning for International Interchange was published by NAFSA in 1986. This fine book outlines programming possibilities for ILCs as well as for residence halls without a special international focus.

A Field Service national workshop on establishing ILCs took place in December of 1983 at Linfield College in Oregon (see April/May 1984 NAFSA Newsletter). This very successful effort

was followed by the 1987 Philadelphia workshop at the International House of Philadelphia, some of the results of which are contained herein.

I would like to express NAFSA's thanks to the Student Support Services Division of the U.S. Information Agency, whose grant support to Field Service has made possible many of NAFSA'S recent efforts in this area. I would also like to thank all the participants from the 1987 Philadelphia workshop. A special word of gratitude goes out to Bob Locke of Cornell University for editing this Working Paper.

Larry Laffrey
NAFSA Field Service
May 1988

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Introduction

The following "working paper" was compiled from submissions by several contributors throughout the U.S. and Canada and gives sketches of the various types of international living centers in North America. The document is not meant to be a comprehensive or exhaustive description of all the variations that now exist or are possible, but rather different examples that may provide ideas for those involved with establishing a new or operating an existing center.

The paper is one of the results from the International Living Center Workshop sponsored by NAFSA Field Service, and held April 10-12, 1987 at International House of Philadelphia. The workshop brought together 27 professionals from the United States and Canada in the general areas of international student affairs and residence life who were involved in various kinds of international living environments. The topics of discussion included staffing, training, programming, departmental cooperation, fund-raising and evaluation.

Broadly defined, an international living center is a residential center for domestic and foreign people where there is an intentional plan to provide an environment that will foster cross-cultural interaction. Not included in this definition are single-language houses or floors or residential halls with an accidental mixture of foreign and domestic students lacking a program to create, foster, or maintain intercultural interaction. The workshop revealed a typology of the different examples of commonly found international living centers, which then formed the basic outline for the working paper. The types of centers were grouped according to size, administrative structure, and university affiliation. To include those situations that were identified as truly unique, a separate category was established to present examples which may not be realistic for many communities or universities to duplicate, but which serve to represent the idea that expanded concepts of an international environment are possible.

The editor wishes to thank the following contributors to this working paper for their work and their service to all who cherish the ideals of international living/learning environments:

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5/88

Large Incorporated Non-university-affiliated ILC

International House, New York City

Background

The International House in New York City was established to provide alternate housing for university graduate students and trainees in the area attending various educational institutions. In addition, the House was started for humanitarian reasons - to soften the cultural shock and overcome the loneliness felt by individual students from vastly different backgrounds coming to live and study in New York. The International House offers a stimulating learning and living experience through a diverse and extensive program of activities designed to enable residents of the House to meet, interact and share ideas with other students from around the world. Through this, the House strives to provide the best opportunities for foreign residents to benefit from their stay in the U.S. to help American residents broaden their horizons through friendships with people from different cultures, and to assist all residents to achieve the personal, academic, and professional goals that brought them to New York City. Through a network of alumni around the world, the goals and ideals of International House are spread, and the concept of cross-cultural understanding is further promoted globally.

International House pioneered an experiment in multinational human relations, and an environment was created for graduate students from around the world to live together on a day-to-day basis for one to three years. Harry Edmonds conceived of the idea of an International House, and with the support of John D. Rockefeller, Jr., Cleveland Dodge and others, it was founded in 1924.

The House is run by a Board of Trustees and its various committees. The President acts as Chief Executive Officer and is supported by senior staff from the five different departments. The House is independently run and is not linked to any particular institution or university. The Board meets three times per year; involvement in the daily activities of the House varies greatly among the Trustees depending on personal time and interest.

International House is physically located only several blocks from Columbia University and several other educational institutions, but full-time graduate students from the entire New York City area are eligible for membership in International House. The surrounding neighborhood is ethnically is mixed, housing predominantly Hispanic families; educational and social services institutions and organizations in the surrounding community number over 15.

International House is funded by resident membership, fees and rentals, income from several small in-house enterprises (Cafeteria, Pub, Bazaar Store), endowments, donations (corporate, individual and former members) and special grants which are solicited for particular projects in line with the ideals and goals of the House.

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Residents

Each year 530 graduate students and trainees from all regions of the world reside at International House. Fourteen married couples reside in an adjacent building. The ratio of males to females is fairly equal. Of the 530 or more students, 40% are from the United States and 60% are international students from all regions of the world.

Students wishing to live at International House go through an application process. Applications are reviewed and residents are selected and assigned to their rooms by an admissions committee. Residents returning for a second or third year often select a room they prefer. All rooms are single rooms, with a mix of co-ed and single-sex floors to choose from. About one-third of the rooms are held for particular institutions which have made agreements with the Admissions Office to regularly house students.

The Admissions Office makes a concerted effort to attract as diverse a group of students as possible, looking for a geographical balance of different countries and diversity in fields of study. Annually, the office receives about four applications per available room .

Staffing

There are five major offices: the President's Office, Controller's Office, Office of Development and Alumni Affairs, Office of Management, and Office of Programs and Resident Services. Including service operations (Engineering and Housekeeping Departments and Dining Services), about 80 staff members support the work of the various departments. The staff is trained informally, with possibilities of taking classes for career growth or apprenticeships. In addition, there are about 80 student staff who work with the various departments, predominantly the Offices of Programs and Resident Services, and Management.

Programming

There are ongoing cultural, educational, social and recreational programs offered throughout the year at International House. Among some of the many diverse programs are guest speaker presentations, cultural evenings prepared by residents, orchestra concerts, visual arts exhibits, sports, resident round table discussions, parties, and more. The most successful programs are the ones initiated by the residents themselves, i.e., those activities apart from the regularly structured ones. There are about 20 different kinds of programs tailored to meet the interests of the residents. Attendance varies widely according to the nature of the event, but generally all of the programs could be considered successful.

The level of activity depends in part on the number of students that become integrally involved in the organization of the various program activities. About 80 students work actively with all the House's departments in planning and implementing events. A common complaint is that there are many activities planned, and that this distracts students from their primary reason for being here -- their studies. However, as long as someone is interested enough to share something with others, and is willing to assist in organizing an activity, the staff members are

open to new ideas and activities. With respect to students' academic work, the activities are concentrated in the months of September, October, November, February, March and April. During exam and vacation periods activities slow down.

Occasionally, International House seeks outside grants and funding for special programs which take place at the House, and which may include non-residents as well. Recently an effort has begun to draw alumni into the ongoing programs and to offer more opportunities for them to interact with current residents. Alumni are a valuable source of professional advice and career development assistance, and contribute to the performing arts and other aspects of life at International House.

Evaluating

The staff members use internal evaluation tools: individual program evaluations, an overview of the entire program of activities, and the balance of different types of programs. There have been a number of surveys done by the Resident Council, which represents residents' interests and concerns. Interest in specific programs varies from year to year, and thus the staff tries to maintain a certain level of flexibility in the programming in order to present those programs which respond to current interests and needs.

At one point, an outside consultant was hired to take an objective look at the overall objectives and direction of International House. His report and evaluation of the International House operations and programs proved very helpful in evaluating the mission and goals.

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Large Incorporated University-affiliated ILC

International House, Berkeley

Background

The Berkeley International House was established for many of the same reasons and continues to serve in much the same way as does the International House of New York. Unlike the New York House, however, it offers residence only to students, scholars and (in the summer) conference attendees of the University of California, Berkeley. As an "affiliate" to the residence program of the campus, it complements the other residential alternatives by offering a unique international community and a rich extracurricular educational program. It serves the greater community through active membership, outreach, public affairs programming, and the provision of attractive facilities for events.

Built on the New York model, the Berkeley House opened its doors in 1930. It was the second International House established by John D. Rockefeller, Jr. He build the structure, set forth broad guidelines for its mission, management and policies and then gave the land, buildings, and furnishings to the University of California. The Regents of the University, in turn, leased it to the International House Corporation which is, and has been, responsible for its maintenance and development since the 1930s. The Corporation is governed by a 29 member Board of Directors. Most of the Directors are leaders who are not primarily connected with the University. The Dean of the Graduate School serves as the chair of the Scholarship Committee and is on the Board in an ex-officio status. And, the Chancellor of the Berkeley Campus serves, by tradition, as the President of the Board. At this time, all other University personnel are elected to the Board in the same manner as other Directors. The Board works through its committees: Finance, House, Development, Program, Scholarship and Nominations. The Board meets three or four times per year with more frequent committee meetings, as necessary. There are also three Resident positions on the Board. The Executive Director is the Chief Executive Officer, reports to the Board and Maintains a close relationship with the University through the Office of the Assistant Chancellor for International Affairs.

Contrary to popular belief, the Rockefeller gift did not include an endowment for either building or program. The House receives no direct funding from the University or any other state or federal agency. Thus, the Board of Directors is responsible for the financial health of the organization and the establishment of key policies and practices.

Resident government is the responsibility of the I House Council. The nine-member body is elected each year according to world area representation. They meet weekly and work through their own committees to enhance communications and problem-solving between residents and management. The Council sponsors and funds programs and advises the House on resident needs. It also appoints the three resident Board members.

Like the New York International House, the Berkeley House is primarily funded through room and board fees, with membership fees and private donations contributing to the financial health of the organization. The House also runs a cafe and cafeteria open to the public and rents

meeting rooms to campus and community organizations. Restricted gifts and grants fund several of the specialized programs and financial aid packages.

Staffing

The Executive Director is supported by a staff of 60 full-time and 125 part-time (mainly student) employees and several student interns and professional volunteers each year. The management is in a several-tiered structure. All employees are University of California personnel, though their salaries and benefits are reimbursed to the University by the Corporation. The departments are as follows: Development and Alumni Services; Program and Events/Rentals; Accounting; Personnel: Residence: Physical Operations; Dining Services and Cafe; and Information and Security. The senior staff, under the Executive Director, form the management team; they include: Director of Programs, Director of Development, Controller and Operations Manager.

The House is a landmark structure, in the Spanish Mission Style located at the southeast corner of the campus. While it is technically "off-campus" it is surrounded by University facilities and is on the edge of the fraternity/sorority area. It also houses the University's Services to International Students and Scholars Office (SISS). While the House donates this space to the University and while the staff members of that operation report directly to the Assistant Chancellor for International Affairs, there is a deep, traditional relationship between the SISS Office and the House. There is also some co-funding of the programming department for volunteer coordination, community outreach and cultural enrichment programming. The special distinction of this House is its close and complex relationship with a single university.

Residents

There are 600 residents during the academic year. By policy they are 50% from the U.S. (citizens and permanent residents) and 50% from abroad (non-immigrants). By practice there is as much diversity in that population as possible. Each year some 60-70 countries are represented. About 175 undergraduates (juniors and seniors only) and about 30 visiting scholars augment the mainly graduate population. Most are housed in single rooms, though undergraduates typically occupy the double rooms. Most floors are co-ed with a couple of single-sex floor options.

Unlike the New York House, there is currently a very simple, non-selective application process. Self-selection on the part of residents and deliberate and geographical distribution as part of the admissions process provides for a generally compatible population. The Residence Office exercises great care and skill to provide a "community" out of that population and to achieve a balance in all areas.

Programming

Of special note is the extensive program offered to campus and community. Each year over 500 activities are presented. They range from weekly classes to annual cultural festivals. Programs are designed to build a "community of residents"; to build bridges with the academic

life of the campus; to serve the 4,000 UCB foreign students and scholars and their families; to stimulate and involve U.S. students; to keep alumni and donors active in the House; and to bring the greater Bay Area to the House and into its community. There is a nonresident membership program of several hundred and the Program News goes out to several thousand readers each month. Program evaluation, and systematic examination of the "I House experience" and results of the sustained contact and intense interaction of cultures provided by that experience are topics of current concern. A small research project, new evaluation and reporting tools, and an annual essay contest have been launched to assess the institution's impact.

In addition to those programs offered by the I House, the public rooms are rented to community organizations and campus departments for conferences, seminars, classes, meetings, dances, and performances -- many of these activities are also available to the residents and members. During the summer months the House is "home" to several conferences and intensive study programs. There are two guest rooms for visitors.

The International House of Berkeley is a large, many-faceted campus and community organization. It is able to maintain its operations, in part because of its location, in part because of its stated mission, and in part because of the high degree of student involvement. Housing and meeting space are at a premium in Berkeley, the campus is the site of considerable intellectual and artistic activity and ethnic and cultural diversity, and the House is situated in a highly visible location. It has an established reputation on campus and an independent mission that allows it to continue to reach out and serve new populations. It has a well-balanced, active Board, a supportive alumni network and an active resident community. The House lacks an adequate endowment and is heavily dependent on room and board income. It is an example of an institution in its maturity, and, like the International House of New York, offers many models and many lessons to those who seek to establish a similar sized institution. However, the House is fundamentally a product of its history, location, and relationship to the University and the special problems and opportunities offered by the large environment in which it exists.

Key to sustaining and increasing the level of activity at an ILC in this category are: leadership in developing and communicating a clear description of the unique role of the ILC in the University's academic environment; a thought-out long-range plan; an independent and diverse Board; a commitment to supporting high-quality operations; and an enthusiastic staff and resident community.

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Small Incorporated College-affiliated ILC

Babcock International House, College of Wooster, Ohio

Background

Babcock International House is a programming residence hall on the campus of The College of Wooster in Ohio. The Babcock program offers men and women from the U.S. and around the world an opportunity to meet and to explore cultures in a supportive setting.

Babcock residents share experiences similar to students living in other residence halls on campus, but also benefit from opportunities available to develop an understanding of other cultures through educational and social programs organized by the residents and the Residence Life staff. This common programming focus promotes an environment where residents work together toward a common purpose and provide support for each other.

Doris Coster, then Dean of Students, created the present International Program Hall in 1969 because of an existing need for diverse residence options. In the early years of the program, language houses were consolidated within Babcock, and, in the early 1970s, the hall was renovated allowing for the expansion of the program. Today, students must apply each year to live in Babcock. Usually there are nearly three times as many applications as spaces available. The program has continued to remain strong over the years due to the increased interest among Wooster students in international affairs, the increase in the international student population (currently 10% of the total student enrollment), and the attractiveness of the building and facilities in which the program is located.

Residents

The resident selection process necessitates a close working relationship between the Director of Housing and the Director of Babcock. The Director of Housing coordinates the initial application procedure for all program residence halls, including Babcock, by setting deadlines and distributing the application forms. The selection and room assignment processes are the responsibility of the Director of Babcock.

Assignment in Babcock is competitive and based on a written application which is reviewed by a committee composed of faculty, current Babcock residents, a representative from the Dean of Students staff, and the Director of Babcock. Residents are selected based on their interests and qualifications in the following areas:

1. Desire to share in a cross-cultural experience
2. International study or travel and/or living abroad experience
3. Interest in foreign languages, cultural area studies or various aspects of international relations

The committee attempts to build a heterogeneous community comprised of a cross-section of the campus. Applicants are sought from freshmen through seniors, all areas of study, and a

variety of cultures. Re-applicants to the program are evaluated on the basis of the above-mentioned criteria as well as prior participation in the program and current contributions in the residence hall, campus, and community. Applications are accepted at the end of of each semester of study, but the primary application process takes place in March and April. Students who leave Babcock to study off-campus for a term must re-apply to the program before returning to campus. All of the students are selected with an equal proportion of men and women as well as class-level representation. Typically, Babcock's total population is made up of 60% American residents and 40% international residents. The international population in Babcock represents about 20% of the total international population on campus.

When a student is selected for the program, an acceptance letter is sent with a housing payment card. The list of students accepted to the program is posted in Babcock, and an official letter of acceptance is sent to each individual. Students on the waiting list are also notified in writing by the Director of Housing. At the end of April, selected students participate in a one-night room draw. This process involves the students self-selecting their room and/or roommates. Several rooms are held by the Director of Housing for newly admitted students who have requested Babcock for the upcoming academic year.

Staffing

The operation of Babcock International House is supervised and coordinated by the Director who also serves full-time as Director of the Office of International Student Affairs (OISA). The position requires a masters degree in student personnel administration, counseling, or a related field and experience in foreign student affairs. The dual position serves to directly connect the international student body and the international programming implemented in Babcock.

Babcock has three resident advisors (RAs) who are selected during the all-campus RA selection process. Babcock RAs are chosen based on familiarity with the program and/or interest in promoting the goals of the program and awareness of cultural differences. At present, the staff members receive the same training as other RAs on campus, but additional attention could be given to further cross-cultural and programming training (typically, Babcock's RAs are asked to do more programming than other RAs and could benefit from the additional training).

Programming

The Babcock Programming Steering Committee is made up of elected executive members and floor representatives. The executive members include a Program Chair, two Special Projects Chairs, a Treasurer, a Recording Secretary, a Publicity Secretary, a Publicity Chair, a Liaison with other residence halls, and two representatives to Student Government Association (SGA). All members have specific responsibilities. The committee is not hierarchical in nature and thus encourages leadership responsibilities to be balanced among all of the executive members.

Each of the floors has four representatives who are elected by their fellow hall residents at the beginning of the academic year. They are responsible for planning programs and activities for their respective floors with the assistance of the RA and other residents. They also attend the

weekly programming meeting open to all residents and help as needed with the planning and implementing of all-hall programs.

Many different types of international programs take place in Babcock, but the programming committee has primary responsibility for the activities which are planned to benefit the Babcock community. They also may act as a governing board within the hall creating policies concerning use of the residence hall facilities, visitation policy (within guidelines already established by the College), and so on.

Annual activities and programs planned and implemented in the past by the Programming Board include:

Octoberfest
Dance Marathon to benefit AIDS
Continental Breakfast
International Fair
Divestment Debate
International Coffeehouse
Speaker on AIDS
Faculty presentations
Luciafest
Scottish Dancing
Movies and Videos
Culture Spotlights
International Development Short Course
Sock-Hop
World Hunger Seminar

Programs are informally evaluated regarding attendance, expenses, and the participation of Babcock residents. No formal program evaluation system exists.

The Babcock Director is directly responsible for a small programming and office supplies budget which is allocated by the Director of Residence Life. The money can be used to cover expenses of programs sponsored by the Babcock Director, the RA staff, and/or by individual residents who plan a program. The budget may also be used to purchase publicity materials.

Office supplies are distributed at the beginning of the year by the Director of Residence Life. Budgets for the upcoming year are submitted in mid-March. It is important that the Babcock Director consult with the Director of Residence Life about the proposed programming budget since Babcock does provide many programs and activities for its residents during the year.

The Programming Steering Committee also receives a budget for programming from the Student Government Association (SGA). An application is submitted each semester to SGA to petition funds. Budgets are approved and allocated to the appropriate accounts prior to the beginning of the semester. Funds may be used for programs which are open to all members of the campus community. Funds may not be used for the purchase of alcohol. Additional funds are generated through the collection of semester dues from each resident of Babcock. The Director of Babcock is not directly responsible for this budget but does offer counsel and advice as needed.

RELATIONSHIP WITH OTHER COLLEGE DEPARTMENTS:

International Study Abroad Office: The director of this office, which coordinates all the study abroad programs, works closely with the Babcock Director to promote available study abroad opportunities. This office has access to a bulletin board in Babcock which is used to

display information regarding study, work, and travel abroad and thus provides valuable information to Babcock residents. The Study Abroad Office also uses programming space in Babcock to conduct information sessions about going abroad which are usually open to all residents of the hall.

Office of International Student Affairs (OISA): Since the Director of this office serves as Babcock Program Director, there is a natural connection between the international student body and Babcock. For instance, many programs planned out of the Office of International Student Affairs are held in Babcock. The International Student Association (ISA), advised by the Director of OISA/Babcock, meets biweekly in Babcock and typically draws a majority of its American members from the Babcock program. In addition, international students flow in and out of Babcock because the OISA is located there. In the capacity of OISA Director, the Director can encourage international students to become involved in the Babcock program and to provide valuable information on international student concerns to Babcock residents. The dual position serves to enhance the Director's skills in counseling and working with international students both in the residence life setting as well as in general advising situations. The roles complement one another, yet may also cause time conflicts as well as confusion among students as to what the Director's roles might be.

Office of Residence Life: The Director of Residence Life directly supervises the Director of Babcock. Weekly meetings for all directors of residence halls on campus are conducted by the Director of Residence Life to discuss common concerns, current problems, and upcoming programs. The final selection and placement of RAs for all residence halls is also handled by the Director of Residence Life in consultation with the appropriate hall/house director. The relationship that exists between the Director of Babcock/OISA and the Residence Life staff has proven to be quite beneficial. The Director of Babcock is able to share with other Residence Life staff knowledge of cross-cultural issues, adjustment problems faced by international students, and programming ideas with an international perspective. Similarly, the residence life staff members share with the Babcock Director their knowledge and expertise regarding residence hall management, discipline situations, student development theory application, and programming ideas and methods.

Evaluating

Currently there is no formal evaluation of Babcock residents' satisfaction with the existing program. The large number of applicants to the program each year may serve as an indicator of a favorable evaluation, however, it is not known whether residents who are satisfied with Babcock feel this way because of the cross-cultural focus of the program or because of the supportive environment they find living among their friends.

Likewise, there has been no evaluation of non-residents' perceptions of the program and how that affects their level of involvement in international programming conducted by Babcock residents and by other groups on the campus. Such information would be worthwhile in developing materials to promote the Babcock program as a whole and also to learn more about the current needs and interests of Wooster students regarding international issues, which then would assist with the development of new programs.

Current Concerns

Babcock International House has experienced several years of heightened student interest (more applications than spaces available and consistent international programs) and looks forward to future successes. Like most programs of its type, it must continually examine those areas where growth is needed and work to bring about the appropriate changes.

Babcock enjoys a good relationship with various offices on campus. One area that should be strengthened is that of faculty involvement in Babcock programming. Many College of Wooster faculty have traveled overseas and have an interest in international affairs. Some faculty have done programs in Babcock but much more can be accomplished. In addition, Babcock would benefit by promoting itself among the residence halls since it sometimes seems to suffer from an image problem among non-resident American students -- it is often labeled "the international residence hall" implying that only international students can live there. Through moving programs to other residence halls, students would see that American students are involved in Babcock and also bring recognition to some of the quality programs that Babcock residents organize and implement. Also, by moving some of the programming to different residence halls there is the possibility that a larger number of students may attend the programming provided, co-sponsorship of programs among Babcock and other residence halls could occur, and increased publicity for the kinds of programs in which Babcock residents can participate.

Like many international living centers, Babcock constantly strives to provide a balance between developing a strong sense of hall community and fostering a strong interest in global and intercultural issues. The Babcock program has been very successful in creating a supportive living environment, yet there also has been a recent concern that the programming may be repetitious and not particularly focused on exploring cultures and/or on current international issues. For example, two traditional programs held annually are Octoberfest and Luciafest. Each year the two programs seem to lose the essence of what they are celebrating and become just general themes for social gatherings. Babcock programming may need to expand to include cultures which are prevalent on campus today, exploring new festivals and traditions, especially since many more American students are choosing to study in non-traditional study abroad programs in India, Africa, Greece, etc. Part of the reason for continued traditional programming may also be that residents return to Babcock for two to three years and thus build norms and patterns of programming for the hall. This strong sense of tradition established by the residents definitely benefits the program but also deters new ideas and traditions from being developed.

Small Incorporated Non-university-affiliated ILC

The International Center of New Haven

Background

New Haven's International Living Center (ILC) exists because of the dream of one family to provide a residential and social meeting place for people from all over the world coming to New Haven, Connecticut to pursue academic work.

Because of the small size of the ILC House (limited to 15 residents), the International Center of New Haven carries out its programs for the larger group of internationals and their families at several locations rather than exclusively at the residence. The office is located on the Yale University campus, a mile away from the house. The social program *Round the World Women* (and their children) is administered at a church in yet another neighborhood. The splintering of places of activities presents some confusion over the Center's identity and lessens its impact on the community.

The International Center of New Haven was established in 1949 by the gift of the Twitchell family residence to Yale. The University asked that it be run by an independent community board, and in response, the International Center was established with a community Board of Directors. In 1955 the Board asserted that it not only wished to serve Yale, but all the international students and scholars at institutions of higher learning in the area. Still the Center serves mostly Yale-affiliated people because the University draws the largest number of foreign students.

The house is managed by a resident director or co-director couple who are given free room in return for supervision of residents and the facility. However, because the director(s) are students pursuing their own graduate work, most of the time the house is open only to the residents. It cannot serve as a drop-in center, information distribution point or resource for non-residents under the present management. Until there is some administrative unit in the house during the day, the house will remain virtually closed to the community. Because of space constraints and the need to remodel an area for the office, relocating the Center office to the house is still under discussion.

The major issue under consideration at the Board level now is the survival plan for the International Center. The house is the greatest asset, and also the greatest financial drain. It may be inappropriate to have it used for only 15 people. Wider services may be effected by the needs of the house. The Board is considering a mortgage to finance a new roof and porch reconstruction. The house may eventually have to be sold in order to finance the survival of the Center; a feasibility study needs to be done before a final decision can be made.

Residents

The residence holds 17 people -- 15 tenants and 2 co-directors. In 1987 the composition was: 3 Americans, (2 are the co-directors) and 13 others. Residents included: 1 Fulbright fellow, 1 visiting faculty person, and 1 undergraduate from Yale -- all the others were in various

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graduate schools or departments at Yale. Places are offered to students attending other colleges and universities via their foreign student advisers, but proximity to the Yale campus makes members of that community the most natural constituency.

Resident selection is essentially on a first-come first-served basis, although taken into consideration are nationality, sex, suitability for community living, ability to pay, etc. Preferred are residents who will stay the full academic year so that a sense of community may be established. There are both single and double rooms.

Staffing

The house is staffed by co-directors, generally graduate students who have some international exposure. The preference is to have only one director be a full-time graduate student and hope the other will be more available during the day to meet workmen, for without having someone available to meet the residence needs during the day, the house is not adequately staffed. Enormous repairs will be done soon and supervision and coverage is a real concern. In addition, there is a weekly cleaning person (5 hours) and a weekly lawn maintenance person.

Programming

The programs in the ILC range from English as a Second Language classes in the basement rooms three mornings a week to an open house with dessert and coffee once a month. The directors plan one or two programs a month that are open to the larger international community, for example, a Halloween party or Thanksgiving dinner. These events are publicized in the newsletter.

There is some tension between having programs in the building open to anyone and maintaining the privacy of a residence for people paying rent. Until the goals of the ILC can be more clearly defined, the activities within the building will remain small in nature and relatively informal.

Evaluating

Evaluation needs to be done on the basis of budget and time allocation, the amount of cultural interaction, diversity of people served, the sustainability of physical plant, and the impact on alumni once they return to their own countries. The administration is looking into the establishment of an alumni tracking system to keep in contact with former residents. Evaluation should be built into any feasibility study of the house's future use and its relationship to the mission of the International Center of New Haven.

Large University-operated ILC

Governed by Two Departments

Michigan State University

Background

The ILC was established in 1982 as a result of a joint proposal from University Housing Programs and the International Students and Scholars Office. These two departments work together closely in overseeing the operation, keeping open lines of communication and sharing a dedication to achieving the ILC's goals.

Designated goals of Michigan State University's ILC

1. To promote intercultural understanding within the Michigan State University community.
2. To facilitate the transition of international students to MSU and the U.S.
3. To provide a positive learning environment for undergraduate American and international students, whereby each individual has unique resources to contribute to others.
4. To promote one-to-one as well as group exchange between residents from all countries.
5. To promote cross-cultural experiences and programs for the MSU community and to be a focus of international activities for the campus.
6. To provide opportunities for all residents to explore other world cultures and world issues through programs, speakers, and structured and unstructured activities.

Residents

The ILC is located within one of the smaller residence halls on campus. It has a capacity of 317 residents, about one-third of whom are international students. The ILC is marketed to new undergraduate international students as a housing option which can meet some of their unique transition needs. A maximum of 59 spaces are assigned to the International Student and Scholars Office to use for international students who enter the university late or who could especially benefit from the ILC environment. Returning students may continue living in the ILC as long as they wish via MSU's "squatter's rights" housing priority system.

The residence hall, which houses the ILC, is popular due to both its prime location and its reputation for providing an atmosphere conducive to study. This reputation creates an environment with larger numbers of upperclass (juniors and seniors) students; students who live in the hall may be more established in the campus community and, therefore, more independent than freshman-level students.

There is no specific roommate matching program. Domestic students without a pre-selected roommate are aware that they may be assigned an international student. In the original ILC proposal there was a more intentional roommate matching process. The assignment process has evolved to stress efficiency rather than intentional programmatic goals. Formerly there was a housing contract designated for the ILC which clarified goals and expectations; this has been lost over the years.

Due to the popularity of the ILC and its prime location, other international students live in close proximity to the designated ILC. The ILC does not have independent cooking facilities. However, a nearby residence hall,which houses a significant number of international students, does have such facilities. Large numbers of international students live in two other campus locations -- university apartments and the Owen Graduate Center.

Staffing

Staffing the ILC is part of the overall residential life staffing process. The hall with the ILC has an additional graduate-level staff member (Graduate Advisor) whose primary responsibilities are to work with the ILC and advise its special student groups as well as function as the liaison between University Housing Programs and the International Students and Scholars Office. This person is employed by University Housing Programs.

The full-time professional staff person (Resident Director) is selected from a larger pool of professional staff candidates. Interest in international students is not a specific requirement for the position. However, MSU has been fortunate to date, because each year the Resident Director (RD) selected has had a unique interest in the program.

The RD has responsibility for two other nearby residence halls. Placement of the RD is based on interest in working with international students and ability to work with a diverse resident population. The Graduate Advisor, who works as liaison between the two departments, is selected in the larger graduate staff process. Placement is based on specific interest in working with international students. At present, the International Students and Scholars Office does not participate in these decisions. However, that office has offered recommendations on known candidates; in one case the Graduate Advisor was a former employee of the International Students and Scholars Office.

Resident Assistant (RA) staff members are selected with the ILC in mind. While the ILC RAs are drawn from the university-wide RA pool, the ILC RAs must exhibit particular sensitivity to international issues and cultural concerns. The ILC RAs tend to have international experience, perhaps have studied in academic programs with an international interest, and may even be international students themselves. These factors are important in the placement decisions made by the RD.

Staff training for the ILC RA staff is similar to the staff training provided in other residential areas. However, the residence life staff members in the ILC receive additional training from the ISSO in the areas of human awareness, cross-cultural understanding, and culture shock.

Programming

Activities specific to the ILC vary from year to year, but always with a program emphasis on international issues. Some past programs include:

Peace Corps films
Discussion and referendum on South Africa divestment
Discussion with Soviet Vice Consul
Various programs introducing others to specific countries
Theme dinners featuring ethnic dishes
Panel discussions on international issues
Panel discussions on domestic customs (i.e., dating and male-female relationships)

These programs are typically organized by both the residence life staff and the International Committee. The International Committee is a sub-group of the residence hall student government. The purpose of the International Committee is

> *" to develop programs and activities which are conducive to interaction between American and international students. In addition, the International Committee facilitates awareness of different cultures and provides support and unity for the international student as he/she mainstreams into the American educational system."*

Evaluating

MSU's ILC has not been formally evaluated. There are annual assessments of student opinions about the residential environment but these are not specific to the ILC. A stratified random sample of residents and a comparative group of non-residents would be interesting to study to examine differences and outcomes. Anecdotal comments are also important to assess goal obtainment. Some facts which may be indicative of the success of the MSU's ILC are its 1) low rate of resident turnover, 2) low rate of vandalism, 3) low rate of disciplinary concerns and 4) very active residence hall government .

Based on MSU's experience, the most critical issues for an ILC are:

1. Maintaining strong liaison relationships with all relevant university offices
2. Reviewing and clarifying goals
3. Developing clear job descriptions for the residence life staff
4. Timely communication

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Large University-affiliated ILC

Boston University

Background

Over 120 nations are represented by the foreign student population at Boston University. The International Living Center includes floors of 40 students in the large halls and an International House of 46 residents on Bay State Road. The International and Intercultural Floors and the House serve U.S. and international students. The Floors and House provide environments conducive to interaction between students with diverse cultures and lifestyles where the residents participate in a variety of programs and activities as well as interactions with faculty and staff. The ILCs are under the direct supervision of the Office of Residence Life. The first ILC was established by the Dean at the School of Theology. The area on campus effects the number of students who request to live there. Research shows, however, that students placed in an ILC will have a positive experience regardless of how they were selected to live there.

Residents

Approximately one-third of the residents in the ILCs are international students. Only one or two students in intensive language programs are placed in each ILC. Students may request placement in an ILC but some are placed based on the space available on campus.

Staffing

Each ILC has a Resident Assistant with a desire to work in an ILC. They usually have traveled abroad and may speak several languages. They must show strong programming potential and be skilled to handle conflict situations.

Programming

The International Student/Faculty dinners are most popular. The program is sponsored by the Faculty-in-Residence and well attended by students. Song, dance and food representing a variety of cultures are shared. The level of activity at Boston University's ILC is very high and is maintained by strong staff involvement.

Evaluating

Surveys were distributed in 1987 and a positive outcome was evident. Even students who were placed by Residence Life in the ILCs had a good experience. The most positive aspect of living in an ILC was reported by students on the survey as "Interaction with other students in the ILC".

A Small University-affiliated ILC

SJSU International Center, San Jose State University

Background

The San Jose State University International Center was established in 1978. It was the brainchild of Alan and Phyllis Simpkins, two SJSU alumni who felt that the University needed a residence hall and center dedicated to facilitating international friendships and understanding.

San Jose State University is in the heart of Silicon Valley, California. Many of its strong departments (i.e., Art, Engineering, Business, Journalism, Music) and its English Language Program attract foreign students. SJSU has a local multi-cultural enrollment, and is situated in a multi-ethnic community. Also, many multinational corporations have bases nearby, as the area forms part of the 'Pacific Rim'.

The Simpkinses bought a former sorority house, and with the help of other alumni, refurbished it and opened the doors to 72 foreign and American students in August of 1978. The International Center continues to be privately owned, being affiliated with the University through the SJSU Foundation, which manages its fiscal affairs. (The Foundation is a University-affiliated auxiliary which handles all non-state monies connected with SJSU). This is the first International Center or House in the California State University system. Both the president of SJSU and the Alumni Association have been very supportive of this venture.

Residents

The International Center brochure states that the administration tries to maintain a balance of 60% foreign and 40% American students. It is a coed residence hall with men and women residing on separate floors. There are nine separate communal areas, including a gracious dining room, formal living room, a "family" room, student kitchen, recreation room, study room and TV room. There are two Ping Pong tables and a billiards table. Generally, 77 students are housed. However, usually more foreign than American students apply, and more men than women. In the past, the administration has had to put men on the women's floor and have had fewer than 40% American students.

Approximately 25% of the residents are graduate students and another 25% are SAL (Studies in American Language) students.

Students apply for residency by filling out an application form and a student interest survey. The director selects the students and assigns roommates. Ideally, those students who are most willing to get involved in I-Center activities and are eager to share their culture and talents are selected. Other things being equal, an applicant from an under-represented country will be selected.

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The International Center generally fills up each semester, although sometimes at the last minute. In the spring there may be a space open until March. Although the SJSU International Center is nearly ten years old, it still is not well-known on campus. The fact that American students are encouraged to live there needs to be better publicized. The number of countries represented ranges between 26 and 31 each semester.

Staffing

An Advisory Board, composed of the owners, the Director of the Foundation, University faculty and staff, community members, and the International Center residents, director, and assistant director, helps set fees and provides guidelines for the operation of the Center. The actual management and running of the International Center falls to the director and assistant director. The director is ultimately responsible for all facets of the operation of the International Center and the well-being of the residents. The assistant director oversees the day-to-day custodial and janitorial needs of the Center (outside contractors provide these services), handles clerical duties, rents rooms for outside receptions, and schedules fund-raising luncheons (which includes getting volunteers to prepare and serve the luncheons). The director is in charge of admissions, roommate matching, training, supervising the resident advisors, programming, fund-raising, center activities, and balancing the budget. All student fees are processed through the International Center and deposited with the SJSU Foundation. Expenses are approved by the director and paid by the Foundation.

Besides the two professional staff, the International Center has an auxiliary staff of student residents which includes four "resident advisors" who, in exchange for a 60% reduction in their room and board fees, take over in the evenings and on weekends. Also, there are 14 grant-in-aids to residents. Each grant is worth $200 against fees in exchange for a variety of duties performed (e.g., receptionists, gardener, maintenance).

Resident advisors are chosen in the Spring term for the following year. They return for training a week before the International Center officially opens for Fall term. Training is rather informal and includes a one-day retreat for team-building and getting to know one another. Together, the staff members choose the grant-in-aid recipients and prepare the Center for new residents -- learning who they are, making door tags and a welcome sign, and deciding upon a theme. The staff members learn about keys and mail procedures from the assistant director, and meet with a university foreign student advisor, the owners, a crisis counselor, and the director of the Foundation. The International Center is open year-round with the summer open for conference groups and transient students, as well as the year-round residents, so training must fit in with other responsibilities. There are weekly staff meetings during the school year to deal with problems, programming, and to reinforce the group feeling.

The staffing structure presents some problems. It is difficult for a small, autonomous operation like this to be adequately staffed and at the same time have enough work for everyone. Being small does not cut down on the variety of jobs that must be done. The director must be an administrator, manager, counselor, fund-raiser, programmer, and be knowledgeable about plumbing and electrical and heating systems. A different staffing possibility would be to divide the responsibilities between a director and a housekeeper who would be responsible for the physical plant, and hire a part-time secretary to handle the details

of the office. The use of volunteers for programming and staffing the office could also be considered.

Programming

Activities are planned by the director, the resident advisors and the student council. Each semester students pay a $10.00 activities fee which pays for game equipment, cable TV, dances, socials, and whatever the council votes to spend it on. Socials range from dances to sight-seeing trips and international dinners. Educational programs include slide shows about different countries, breakfast discussions with members of the Campus Ministry, and presentations by guest professors. Each week a foreign student advisor comes to dinner and is available to answer questions. A retired English professor comes every afternoon to help students with their papers. The administrators publish a semesterly newsletter which goes to alumni, faculty and the community, and each semester the staff members are involved in two fund-raising events: the International Food Bazaar, sponsored by the Associated Students (on campus), and the American Pancake Breakfast.

The International Center has a Ladies' Auxiliary, started by Phyllis Simpkins , which puts on gourmet luncheons in our dining room for campus-affiliated groups. Money raised from these luncheons is used to enhance the International Center, e.g., the student kitchen, a state of the art stereo, and a new leather sofa.

Evaluating

There are several ways to evaluate this ILC, but the primary question remains: is the staff doing a good job providing the services offered? To evaluate the quality of their service the chief administrator has used surveys of residents, exit interviews, questionnaires, and continuous input from residents.

Unique ILC Environments

The School for International Training

The programs offered at the School for International Training (SIT), the academic arm of the Experiment in International Living in Brattleboro, Vermont, lead to either a master's degree in language training or international management, or a bachelor's degree in International Studies. Each program begins with an on-campus portion, followed by an internship usually completed off-campus, and a return to campus for the final phase. The programs are experimental in approach, intensive in nature, and international in content. There is also a short-term intensive English language program leading to a certificate. All programs operate on different academic calendars, and the campus is in full operation all year long. Students range in age from sixteen to sixty, with the average age around thirty years.

What makes the multi-cultural living community work to the positive extent that it does is the strength of the Resident Assistant program. Each of the facilities has a Resident Assistant who is a current student in one of the degree programs. The selection process consists of an extensive written application followed by a telephone interview for the finalists. The academic calendar mandates that this process occur every six months.

There are two notable aspects of the Resident Assistant training program at SIT. First, because of the type of student attracted to SIT and the length of time spent on campus there are few violations of campus regulations of a serious nature. Most are due to cross-cultural misunderstandings, and are resolved in the residence by the Resident Assistant. The training program features sessions on cultural transition and adaptation, and American cultural patterns so the staff can more easily understand the types of difficulties their residents may experience. Peer counseling with a cross-cultural approach is also taught. Introductory exercises using minimal verbal skills are practiced, and the "how-to's" for implementing programs with a cross-cultural flair are shared. As there is almost always a foreign student on the staff, experiential learning in cross-cultural communications and exposure to different approaches to group-building and student leadership are automatic benefits.

The second distinguishing feature of the program is the great emphasis on community-building in the residence. Each Resident Assistant is required to participate in the orientation of new students (usually monthly) to the residence facility, and to facilitate a monthly community-building activity.

HUB International, University of Alberta

HUB (Housing Union Building) International at the University of Alberta, Edmonton, is perhaps the largest international living environment under one roof in North America. The HUB spans a street and has 34,000 square meters of space, including 426 apartments and a shopping mall which features a day-care center, lounges, and 560 stores and restaurants. The residents are 550 foreign students from over 40 countries and 300 Canadian students.

While HUB International was not designed originally to be an international center, the continued international mix of the residents and the frequent use of the lounge areas for displays by various international groups helped lead to a December 1986 decision by the University of Alberta to approve a proposal to move the International Student Centre and the International Student Affairs offices to the complex. All of these developments serve to change this unique environment in the direction of a true international living center and to fulfill one of the stated objectives of the University's International Student Policy: "to promote activities that encourage friendship and interaction between international and Canadian students, particularly through direct support of the International Student Centre and other international programs".

Conclusion

This working paper is not meant to provide all the answers or possibilities for anyone hoping to establish or to further develop an existing international living center. Its purpose is to describe the variety of environments that have been created in the hopes that these descriptions will raise issues and challenges for those working in this exciting area. The strengths of all the centers presented are clear, and the contributors hope that the paper provides ideas for the improvement of other international living centers. Likewise, no environment as complex as the ones described can be without problems, and no attempt has been made to hide any concerns or avoid raising issues that must be considered by anyone involved with the continued development of their international living center.

Those interested in starting a new international living center or furthering the growth of an existing ILC are advised to contact NAFSA members involved with such centers. At the time of this writing, NAFSA is attempting to compile a data base and directory of current international living centers in North America.

Appendix A: List of Workshop Participants

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